

## INSPECTION REPORT

**BISHOP BRONESCOMBE C of E VA PRIMARY SCHOOL**

St Austell

LEA area: Cornwall

Unique reference number: 112005

Headteacher: Mr A L Massey

Lead inspector: Mr D J Curtis

Dates of inspection: January 12<sup>th</sup> – 15<sup>th</sup> 2004

Inspection number: 255514

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	246
School address:	Boscoppa Road St Austell Cornwall
Postcode:	PL25 3DT
Telephone number:	01726 64322
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Joan Towle MA JP MBE
Date of previous inspection:	February 2002

## CHARACTERISTICS OF THE SCHOOL

The school is situated in St Austell in Cornwall. There are 246 pupils on roll, including children currently attending the reception class part time. A very small proportion of pupils come from minority ethnic families. A very small number of pupils has English as an additional language of whom none receive specialist support through EMAG (ethnic minorities achievement grant) funding. The proportion of pupils (10 per cent) identified with special educational needs is well below the national average. Five pupils have a statement of special educational need. Eighteen per cent of pupils are entitled to free school meals which as a proportion is below the national average. The current headteacher was appointed in September 2003. The number of pupils joining the school at times other than of normal admission is high because of new housing development in St Austell. The school is an Investor in People.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20893	Mr D J Curtis	Lead inspector	Mathematics, Science, Information and communication technology, Physical education.
9644	Mr M Whitaker	Lay inspector	
21992	Mrs J Newing	Team inspector	Art and design, Design and technology, Special educational needs, Areas of learning for children in the Foundation Stage
24760	Miss S Barton	Team inspector	English, Geography, History, Music, Personal, social and health education.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **rapidly improving** school which provides **satisfactory** value for money. The high number of pupils joining Years 3 to 6 (Key Stage 2) at times other than of normal admission is a barrier to achievement.

The school's main strengths and weaknesses are:

- There is effective leadership and management. The headteacher, senior managers and governors are totally committed to school improvement.
- Good, and very good, teaching contributes to rapidly improving standards.
- Standards in writing, although improving, are not high enough.
- Pupils' attitudes to school, behaviour and relationships are very good.
- The provision for pupils with special educational needs is very good.
- Achievement and teaching in the reception/Year 1 class are unsatisfactory.
- Attendance is unsatisfactory.

The school has made **good** progress since the previous inspection when it was judged to have serious weaknesses. Significant improvements in leadership and management have contributed to greater consistency in the quality of teaching which, in turn, has led to significant improvement in standards.

### STANDARDS ACHIEVED

Children start school with standards that are below those expected for four-year-olds. As the result of good teaching the achievement of children in the reception class is **satisfactory**. However, for the nine reception children in the mixed class with pupils in Year 1, achievement is **unsatisfactory**. These children are not receiving their full entitlement to the curriculum for children in the Foundation Stage. The majority of children are likely to achieve the goals they would be expected to reach by the time they complete reception.

The standards achieved by pupils in Years 1 and 2 (Key Stage 1) are **satisfactory**. In speaking and listening, reading, mathematics and science, standards have improved significantly and are now average; in writing they are below average. Standards in information and communication technology (ICT) meet national expectations. Standards achieved in Key Stage 2 are **satisfactory**. In the speaking and listening and reading aspects of English, standards have improved and are now average, although in writing they are below average. The trend of improvement in mathematics and science has continued and standards are now average. Standards in ICT have improved and now meet national expectations.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	D	D	E
Mathematics	C	E	E	E
Science	B	E	D	D

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

In the 2003 tests, the results for the 24 pupils in Year 6 who started Key Stage 2 in the school were average (C) in English and mathematics, with those in science above average (B). These results clearly demonstrate the impact of pupils joining the school during Years 3 to 6.

Pupils' personal development is **good**. Spiritual, moral, social and cultural development is **good**. Pupils have very good attitudes to school and behaviour is very good. However, attendance is unsatisfactory and the number of pupils arriving late makes punctuality unsatisfactory.

## **QUALITY OF EDUCATION**

The quality of education is **good**. Teaching is **good** overall, with strengths in the explanation and demonstration of new knowledge, skills and understanding. Teachers and teaching assistants work together effectively to support all pupils. However, teaching in the reception/Year 1 class is unsatisfactory because planning does not meet the different learning needs of all the children.

The curriculum is good and is enriched by a wide range of extracurricular activities. The school places strong emphasis on the use of visits and visitors to provide pupils with a rich range of first hand experiences to support their learning. The provision for, and support given to, pupils with special educational needs is very good. Pupils receive good care, support and advice from teachers and all adults in the school who work with them. Links with parents and other schools are good.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the headteacher are **good**. In the short time since his appointment in September 2003, he has made a significant contribution in improving the quality of education provided and to the rapidly improving standards in the school. He has motivated staff and pupils to want to succeed. The senior management team, subject leaders, class teachers and governors support him fully in his vision for, and commitment to, school improvement. Governance is good, with the governors being very aware of the school's strengths and areas for improvement.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are very supportive of the school and appreciate the friendliness and approachability of staff. They feel particularly confident in approaching the school if they have a problem. The 'Friends' Association' raises considerable sums of money through the effective support it receives from parents.

Pupils like school and enjoy taking on responsible tasks, such as acting as house captains or librarians, or helping to support younger children at play. They are proud of the recently formed school council and its initial achievement in improving the range of playground equipment for break and lunchtimes.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are to:

- Raise standards in writing.
- Improve teaching and achievement in the reception/Year 1 class.
- Improve pupils' attendance and punctuality;

and, to meet statutory requirements:

- To ensure parents have received the school's policy for Internet access.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

**Standards at the end of Year 2 and Year 6 are average and pupils' achievement is satisfactory.** The achievement of pupils with special educational needs (SEN) is good.

#### Main strengths and weaknesses

- Standards in English, mathematics, science and ICT are improving rapidly.
- The achievement of more able pupils is good in mathematics and science.
- Pupils with SEN make good progress in their learning and achievement is good.
- Children in the reception class make good progress in their learning.
- The achievement of children and pupils in the mixed reception/Year 1 class is unsatisfactory.

#### Commentary

1. The achievement of children in the reception class is good. As the result of good teaching, children make good progress and most are likely to meet or exceed the goals they would be expected to reach at the end of the reception year. The achievement of children in the mixed reception/Year 1 class is unsatisfactory because weaknesses in teaching mean that these children are not receiving their full entitlement to the Foundation Stage curriculum.

#### **Standards in national tests at the end of Year 2 – average point scores in 2003**

Standards in:	School results	National results
reading	13.5 (14.4)	15.7 (15.8)
writing	10.9 (11.7)	14.6 (14.4)
mathematics	14.8 (13.8)	16.3 (16.5)

*There were 24 pupils in the year group. Figures in brackets are for the previous year*

2. Results of national tests in 2003 for pupils in Year 2 placed the school in the bottom five per cent of all schools in standards achieved in writing. In reading and mathematics, results were well below the national average. These results continued the year-on-year downward trend in standards. Standards for pupils in the current Year 2 are rising at an impressive rate because of good, and very good, teaching and, as a result, pupils' achievement is now satisfactory. Standards in writing have improved to be below average, with those in reading and mathematics average. Teachers have much higher expectations of what pupils can achieve and this is having a positive impact on raising standards. In science and ICT, standards are average and have improved since the previous inspection because of improvements in the quality of teaching.

#### **Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	25.7 (26.0)	26.8 (27.0)
mathematics	25.4 (23.6)	26.8 (26.7)
science	28.0(26.9)	28.6 (28.3)

*There were 38 pupils in the year group. Figures in brackets are for the previous year*



3. Results of the national tests for pupils in Year 6 were below average in English and science, and well below average in mathematics. In mathematics and science, results improved over those of recent years and the downward trend was reversed. However, in English, standards fell further and maintained the downward trend. The 2003 results were affected by the high number of pupils who joined the school from Year 4 onwards. For the 24 pupils in that year group who were in Key Stage 2 throughout, results were average in English and mathematics and above average in science.

4. Standards in the current Year 6 are average in English, mathematics and science although in writing they are below average. Achievement is satisfactory. Standards are improving rapidly because of good, and very good, teaching which is motivating and challenging pupils to succeed. Pupils have a much clearer understanding of what they are to learn in each lesson and are much more aware of their own targets for improvement. Standards in ICT have improved since the previous inspection and now meet national expectations. The school has made a considerable investment in software and hardware and this together with good teaching has led to higher standards.

5. Across the school, pupils with SEN make good progress as measured against the targets set in their individual education plans and their achievement is good. Pupils receive effective support from class teachers and teaching assistants in lessons and in small group work.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes, values and behaviour are **very good**. **Personal, social and moral development is good**. Pupil **attendance**, whilst much improved, remains **unsatisfactory**.

### **Main strengths and weaknesses**

- Pupils have very positive attitudes to school - they participate with enthusiasm and take full advantage of the opportunities the school offers.
- Pupils' behaviour is very good throughout the school.
- Pupils' personal, social and moral development is good.
- Attendance is below the national average.

### **Commentary**

6. Pupils enjoy school. In lessons they are keen and enthusiastic and respond positively to well presented, interesting material as was seen in a Year 5 history lesson in which pupils were studying the 1851 census for the locality. Pupils are well motivated, self starters who can be trusted to work on their own account: for example in the computer suite, with minimal supervision. They take full advantage of the extracurricular opportunities the school offers. There is a wide range of clubs, from sporting to artistic, and virtually all are oversubscribed.

7. Behaviour throughout the school is very good. Pupils are polite and considerate to visitors and treat school premises and property with care. Pupils move around the school in an orderly fashion and conduct themselves in an appropriately respectful way in assemblies. Breaktimes and lunch are lively but good natured. The school works hard at promoting good behaviour. Teachers have good pupil management skills and make their high expectations clear. The school's ethos values pupils and their work - as evidenced by the high quality of displays - and behavioural issues are discussed in pupils' personal, social and health education (PSHE) lessons. Rewards systems, both personal and group (house points), are seen as fair. Parents have expressed concerns over the behaviour of a minority of pupils but, during the inspection, no unacceptable behaviour was observed, nor were there any instances of harassment towards any particular group of pupils. The school is an inclusive community.

8. Pupils' personal, social and moral development is good. Independence and self esteem are encouraged. Pupils are trusted to work with little supervision and personal effort is publicly

celebrated in achievement assemblies. Pupils with musical skills play at such occasions, thus boosting their confidence. Pupils demonstrate determination: for example during the inspection a party of Years 5 and 6 pupils undertook a cross-country run. The weather was unpleasant; cold, with squally hail showers driven by a strong wind. Nonetheless all of the pupils persisted in completing the run. Social development is well promoted through celebration assemblies and opportunities for serving the school community, as house captains, school council members or as librarians. Pupils take up these opportunities eagerly and take them seriously. Moral development is good, and well exemplified by the positive working relationships between all adults in school. Parents and pupils agree (and inspection evidence confirms) that the school's behavioural code is administered fairly and consistently in all classes. Inclusion and respect for all are values that are strongly promoted. Pupils' cultural and spiritual development is satisfactory.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	6.5	School data	0.3
National data	5.4	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

9. Attendance is unsatisfactory. However, the school takes the issue of regular attendance seriously and the picture is improving. The school is addressing the issue of lateness. Procedures have been put in place to report all instances of lateness to parents, who are asked to provide an explanation.

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	238	10	1
White – any other White background	3	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Bangladeshi	2	0	0
Black or Black British – African	2	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

10. There have been no exclusions since September 2003 and the appointment of the current headteacher.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

**The quality of education provided is good.**

**Teaching and learning**

**Teaching and learning are good** and make a significant contribution to the rapidly improving standards.

**Main strengths and weaknesses**

- Teachers have good skills in explaining and demonstrating new skills, knowledge and understanding.

- Through the effective sharing of lesson objectives pupils know what they are expected to learn.
- Teachers' planning is of good quality and meets the different learning needs of pupils.
- Teachers use resources effectively in lessons.
- In the reception/Year 1 class, there are weaknesses in planning which mean that reception children are not taught the full Foundation Stage curriculum.
- There has been significant improvement in the use of the results of tests to identify gaps in pupils' learning and to address weaknesses.

## Commentary

### *Summary of teaching observed during the inspection in 38 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	16 (42%)	13 (34%)	6 (16%)	3 (8%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

11. Teachers are very skilled at the start of lessons when they are explaining or demonstrating new learning. They make good use of the whiteboard, overhead projector and interactive whiteboards to gain pupils' attention and interest. Teachers encourage pupils to brainstorm ideas and these are recorded on the whiteboard and give pupils a list of words and ideas that they can use in the lesson. In a Years 1 and 2 ICT lesson, the teacher made very good use of this method to help pupils to understand that information could be classified into 'Warnings', 'Instructions' and 'Entertainment'. Teachers make effective use of encouraging pupils to talk in pairs to discuss their own understanding of key words and ideas.

12. At the beginning of each lesson teachers share the learning objectives with pupils and, in the best lessons, encourage pupils to talk in pairs about what the lesson objectives mean. As a result, pupils know what they are expected to do and the teacher has a clear understanding that pupils know what is required. A particular strength is that before they start group or individual work, pupils are reminded of the objective and what is expected of them. In addition, pupils are given a set time to complete their individual/group work. As a result, pupils settle quickly to their work and show impressive levels of concentration and application, and this contributes to the good progress made in lessons and to the overall improving standards in the school.

13. A significant improvement since the previous inspection has been the quality of teachers' planning. It now clearly focuses on ensuring that the different learning needs of pupils are met. Work is planned to ensure that pupils in each ability group are given work which challenges them and extends their knowledge, skills and understanding. As a result, there has been a significant improvement in pupils' achievement, particularly for more able pupils. In numeracy in Key Stage 2, there is a particular strength in teachers recognising and planning for the different learning needs within each of the sets (pupils are grouped by ability) and this is having a positive impact on the improving standards and levels of achievement.

14. Lessons are interesting and challenging because teachers make effective use of well prepared resources. Many use their own ICT skills to make worksheets which challenge and extend pupils' understanding. In science, for example in Years 1 and 2, a very good range of items was available for pupils to sort into different sources of sound. Teaching assistants are an invaluable resource and used effectively by teachers. They make a strong contribution to the progress of pupils with SEN and to other pupils they support in group work. Teaching assistants make a strong contribution to teachers' day-to-day assessment of pupils' learning through making notes during lesson introductions and plenary (final) sessions.

15. In the reception/Year 1 class there are significant weaknesses in the quality of planning. Teaching is not successfully meeting the different needs of these two groups of pupils. In particular, reception children spend too long on National Curriculum work rather than the Foundation Stage

curriculum to which they are entitled. Expectations are too low and children spend too long taking part in the whole of literacy and numeracy lessons. As a result, their achievement and progress are unsatisfactory.

16. Teachers now have a much greater depth of understanding of the gaps in pupils' previous learning because of the high quality analysis of the information gained from the results of both statutory and non-statutory tests. As a result, teachers are now providing the extra support to which pupils are entitled in order to catch up on key knowledge, skills and understanding that they have missed. In turn, this is contributing to rising standards and to improved levels of achievement.

## **The curriculum**

**The school provides a good curriculum**, which is broad and balanced and provides good opportunities for enrichment.

### **Main strengths and weaknesses**

- There has been significant improvement in provision for pupils with SEN.
- The importance placed upon first hand experiences is a strength.
- There is effective use of outside specialist teachers in music, physical education (PE), French and German.
- The many opportunities provided through extracurricular activities, visits and visitors to the school help to further enhance the curriculum.
- Teaching assistants support pupils and staff well and help to further raise standards.
- The present accommodation lacks disabled access to all areas within the school.
- There are insufficient resources in history and PSHE to support teaching.

## **Commentary**

17. Pupils with special educational needs receive their full entitlement to the requirements of the Code of Practice. This was not so at the last inspection. Support is very carefully planned so that pupils do not miss other important learning opportunities. Teaching assistants are sensitively deployed so that they are in the right place at the right time. They keep accurate records and individual education plans are reviewed very regularly. As a result, pupils' achievement is good.

18. The school works hard to provide a rich and stimulating curriculum which fulfils statutory requirements and beyond, as in the case of Year 6 learning French and German. The school provides a very well planned programme of PSHE, which includes drugs and sex education, which is well taught and reinforced in all areas of the curriculum and in 'Circle Time'<sup>1</sup>.

19. Since the last inspection, the school has ensured that all pupils receive their full entitlement to the National Curriculum. There is suitable emphasis on the teaching of literacy, numeracy, science and ICT. The very thorough planning between the teaching staff of most parallel classes ensures coverage of all aspects of the National Curriculum and has a positive impact on teaching and learning. The new ICT Suite has ensured that pupils are now taught the full requirements of the National Curriculum. Foundation subjects<sup>2</sup> receive their due entitlement throughout the year. The timetabling of the hall ensures that physical activity takes place inside or out dependent on the weather. The Foundation Stage has a well equipped and secure outdoor learning area.

20. Teachers continue to share their interests and expertise with pupils. They invite visitors into lessons: for example the fairy tale character 'Esmeralda'. Teachers are very committed to extending

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<sup>1</sup> During Circle Time pupils discuss a wide range of issues. They agree that nobody will interrupt and only one person at a time will speak. They will respect other pupils' views. Pupils therefore feel confident that they can talk with ease and free from any form of interference of interruption from other children.

<sup>2</sup> Art and design, design and technology, geography, history, music and physical education

learning beyond the classroom with planned visits. A good range of extracurricular activities is provided after school by teaching staff, and on occasions, by friends of the school.

21. The importance placed on music within the school and community is augmented with a wide range of instrumental tuition provided by visiting teachers. Pupils in Year 6 benefit from specialist teachers from the two secondary schools in St Austell for French and German, with all pupils benefiting in PE. Teaching assistants are well trained and give generously of their own time to support pupils and the school.

### **Care, guidance and support**

A strong ethos of care ensures that pupils' welfare is **well promoted**. Support and guidance are **good**, based on very good relationships and a thorough knowledge of pupils' personal and academic development and pupils know that their views are taken into account.

### **Main strengths and weaknesses**

- The quality of relationships is very good between pupils and adults.
- There is good involvement of pupils in the life of the school.
- Provision for pupils' care, welfare, health and safety is good.

### **Commentary**

22. Relationships between adults and pupils are very good throughout the school. The quality of these relationships, together with good assessment procedures, ensures that every pupil in the school has at least one adult to whom they can turn in case of need. Pupils have particularly supportive relationships with teaching assistants. The wide range and high take-up rate of extracurricular activities involves pupils with adults other than their own teachers. Consequently, all adults in school are directly involved in guiding and supporting pupils.

23. Pupils are involved in the management of their own learning and in the running of the school. They are encouraged to mark and evaluate their own, and others', work and to set their own targets. Older pupils are entrusted with responsible tasks, such as acting as house captains or librarians, or helping to support younger children at play. The school has recently established a school council in which all year groups are represented. Class representatives hold class meetings before and after school council meetings to keep classmates informed. Although still in its infancy, the school council is proud of its success in securing better playground equipment. Pupils know that their views matter and that their voices are listened to.

24. The school takes good care of its pupils. Child protection matters are handled by the deputy headteacher, who has the appropriate contacts with other statutory bodies and attends case conferences. All staff, including support staff, are aware of the action to be taken in cases of concern. All necessary health and safety procedures are in place and overseen by a member of the governing body. Risk assessments on activities, for example the annual residential trip for Year 6, are carried out. The school is aware of pupils with particular medical conditions, such as nut allergies, and seeks to promote healthy living in a variety of ways: for example by asking parents to provide fruit rather than sweets for mid morning snacks. Initiatives, such as 'walk to school week' are supported and parents are frequently reminded about the traffic hazards when delivering and collecting children.

### **Partnership with parents, other schools and the community**

The school works hard to develop its already **positive links with parents**. It has **good**, constructive relationships with partner institutions that ensure smooth transfer arrangements and broaden pupils' learning.

## Main strengths and weaknesses

- The school has an open, friendly atmosphere that encourages parental involvement.
- Information about school events and pupil progress is of a good quality.
- There are good, positive links with both the pre-school group and local secondary schools.

## Commentary

25. The headteacher and staff work hard to create a welcoming atmosphere for parents. In the Ofsted pre-inspection questionnaire, 90 per cent of parents said that they would be happy to approach the school with a problem. During the inspection, parents commented upon the friendliness and approachability of staff, including the school caretaker and administration officer. For parents who are a little reluctant to approach the school, parent governors are happy to act as go-betweens. The school prospectus is welcoming in tone and parents are welcome to attend school events. A number of parents work voluntarily in school; they feel appreciated and part of the school team. The 'Friends' Association' acts as a bridge between school, parents and community, and raises considerable sums that are spent on behalf of the pupils. Parents are kept informed as to how the money is spent.

26. Parents are offered information of a good quality regarding children's progress and school activities. Newsletters are written in a lively, accessible style and keep parents informed of all aspects of school life. Induction meetings are held for parents of children about to join the reception class and meetings are held to explain those children's assessments on entry to school. Children's reports are satisfactory. In the Ofsted parents' questionnaire, 27 per cent of respondents felt that they were not sufficiently well informed about their children's progress. Inspection evidence does not support those concerns. In addition to the good quality of written information and the arrangements for formal meetings, the teachers are always happy to meet parents informally and the headteacher is normally available to parents in the mornings before the start of school, and by appointment at other times.

27. Pupils' learning is enriched by the school's links with the two secondary schools in the St Austell area. Those two schools work closely with the primary schools from which pupils transfer. Pupils attend events, such as drama productions at the secondary. Language teachers from the secondary visit to teach French and German. Year 6 and Year 7 staff co-operate over planning and pupils start units of work in Year 6 which carry over into Year 7. There is good co-operation over arrangements for pupils with special educational needs. The process of preparing pupils for transfer to secondary education starts in Year 5 and all pupils are offered a familiarisation day at the secondary school of their choice. There are good relations between reception class staff and the pre-school group from which most pupils are drawn. Staff meet to discuss planning and children visit the school on a number of occasions before they start to attend. Parents are particularly appreciative of the sensitivity of the induction arrangements for new children.

## LEADERSHIP AND MANAGEMENT

The governance and leadership of the school are **good**, as is the effectiveness of management.

## Main strengths and weaknesses

- There has been a dramatic improvement in the leadership and management of the provision for pupils with SEN.
- The headteacher has a very clear vision, and sense of determination and direction for the school to enable standards to be raised.
- The deputy headteacher's role has been clarified and increased. She fulfils it well.
- The governing body is well aware of the school's strengths and weaknesses, and deals with them openly and frankly.
- All leaders are committed to inclusion and are concerned for the needs of individuals.

- Very detailed monitoring and analysis of performance data has enabled clear priorities to be identified.

## Commentary

28. The new special educational needs co-ordinator has revolutionised provision for pupils with special educational needs and has the respect of teachers and teaching assistants. As a result of her leadership each teacher now takes responsibility for pupils with special educational needs in their class. Paperwork is clear, but not bureaucratic. Very thorough testing ensures that the needs of each child are understood and support is accurately targeted. This improved provision makes a significant contribution to the good progress made.

29. Since the last inspection the school has been through a period of change. Through the strong leadership of the new headteacher, who has been in post one term, staff roles and responsibilities have been increased and clarified to good effect, including those of the deputy headteacher. Everyone on the staff fully understands their role and is committed to fulfilling it and to improving the quality of education.

30. All teaching staff have responsibilities for leading and managing aspects of the school's work, which they all carry out well. They are very supportive of each other, both formally and informally. They are aware of the shortfalls within their curriculum areas and have detailed knowledge of the standards of pupils' work throughout the school. Time has been allocated during the day for literacy and numeracy leaders as well as the senior management team to monitor what is happening within classrooms and standards across the school. A considerable monitoring programme has been established of both national data and of first hand observations. Results are thoroughly analysed as to where and why standards have fallen. The recently established, detailed assessment procedures for tracking individual pupils through the school have enabled this to become even more rigorous.

31. The headteacher openly shares his knowledge with the governors and staff and he leads by example. He is well respected by all who work with him. The subject leaders are regularly invited to provide information for governors and there are close links between individual governors and subject leaders. Governors have a clear format for gathering and recording first hand information. All the governing body's statutory obligations are met with the exception of presenting a policy for Internet access to parents. Together with the headteacher and staff, the governing body ensures that the limited funding is well deployed and used for the benefit of pupils.

32. Individual members of the teaching staff are encouraged to look at their own performance through professional interviews. Professional development through in-service training has a high priority. The whole school is committed to the raising of standards as far as is possible within the barriers of the high number of pupils joining the school, particularly during Key Stage 2.

### **Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	614,322
Total expenditure	611,381
Expenditure per pupil	2,857

Balances (£)	
Balance from previous year	19,009
Balance carried forward to the next	22,830

33. The school makes appropriate use of finance and gives satisfactory value for money. Day-to-day financial control is efficient and governors are kept well informed.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Foundation Stage is **satisfactory** overall. In the reception class, provision is very good and children make good progress. Most children are on course to achieve the early learning goals by the end of their reception year and a significant number will exceed them. Teaching is inspiring and as a result children are well motivated and keen to learn. However, in the reception/Year 1 class where the youngest children are working on the National Curriculum, teaching is dull and progress is slow.

#### **Personal, social and emotional development**

Provision in personal, social and emotional development is **satisfactory**.

#### **Main strengths and weaknesses**

- All staff have high expectations of good behaviour.
- Good listening and taking turns are very strongly promoted by staff.

#### **Commentary**

34. In the reception class, all staff work together very well as a team and have the same high expectations so that children feel secure and respond well. Children know that only one person may speak at a time. They are often excited by the interesting activities provided, for example, going on a 'bear hunt' in the school grounds, but they know that they still have to behave sensibly.

#### **Communication, language and literacy**

Provision in communication, language and literacy is **satisfactory**.

#### **Main strengths and weaknesses**

- In the reception class, the skills of reading, writing and spelling are taught effectively so that learning is fun.
- These skills are not well taught in the mixed class.

#### **Commentary**

35. In the class for the youngest children, the teacher has very good knowledge of how young children learn. She manages the teaching assistants very well so that a stimulating learning environment is created. Within the first few weeks of being in school, the children went for a walk in the woods. The teacher took photographs and added captions. The next day she shared the book with the children and this has become a firm favourite. This term it is being used as a stimulus for children to write their own books. Now that the children have been introduced to all the initial sounds the emphasis is on handwriting linked to spelling. For example, 'i, in, is, it'. Along with the twenty or so high frequency words the children know this will soon enable them to write simple sentences. More able children read simple stories accurately and with understanding, while lower ability children enjoy sharing books and talking about the pictures. A child with special educational needs told the teacher a story about three tigers using words, such as 'massive' and 'fright', which the teacher wrote on her laptop. 'What a proud four-year-old!'

36. Children in reception/Year 1 class are not confident, well motivated writers and are not given sufficient support: for example alphabet cards or key words.



## Mathematical development

Provision in mathematical development is **satisfactory**.

### Main strengths and weaknesses

- High expectations, clear explanations and demonstrations result in good learning.
- Motivating teaching encourages children to pursue activities in their own time.
- Mundane teaching leads to slow learning in the mixed class.

### Commentary

37. As a result of consistently very good teaching, children in the reception class count confidently to 12, and some to 20. In one lesson, the teacher introduced addition by attaching plastic bears to her whiteboard – a very visual approach. The children took it turns to count them and say the sum while the teacher recorded the sums on the board. In the afternoon, one little girl asked for some bears, blu-tak and a whiteboard and proceeded to make and write her own sums. Within a few minutes, a crowd had gathered and a group of children were engaged in this activity – a good example of highly motivating teaching.

38. In the reception/Year 1 class, children were asked to record '1+1=2' up to 10, with more able children '10+1=11' up to 20. Children were bemused at being given such a mundane task and very little learning took place.

## Knowledge and understanding of the world

Provision in knowledge and understanding of the world is **satisfactory**.

### Main strengths and weaknesses

- Stimulating teaching and lively displays motivate children well.
- There is a lack of challenge in the reception/Year 1 class.

### Commentary

39. Children in the reception class sort successfully a range of objects into ones they can control and those they cannot: for example toaster, slipper and hairdryer. They look for further examples in the home corner and around the school. Children have good access to the teacher's laptop and are acquiring good ICT skills.

40. During the inspection, children in the reception/Year 1 class went on a 'sound' walk and then listened to sounds recorded for them. They had to identify whether they would be heard inside or outside. The worksheet they were given to follow this activity took only minutes to complete and the rest of the time was spent colouring which did not challenge or extend their learning.

41. Children in both classes use the computer suite and this makes a good contribution to the development of their ICT skills.

## Creative development

Provision in creative development is **satisfactory**.

### Main strengths and weaknesses

- Creative development is linked well to other areas of learning.

## Commentary

42. Children use paint, print and collage imaginatively to illustrate the story, 'We're Going on a Bear Hunt'. Children have frequent opportunities to sing and make music and demonstrate that they can tap, clap and play instruments and keep a regular beat. Role play in the 'restaurant' contributes to creative development.

## Physical development

Provision in physical development is **satisfactory**.

## Main strengths and weaknesses

- The outdoor area is used well to promote physical development.

## Commentary

43. Children in the reception class have daily opportunities to use the safe secure outdoor area which has been provided since the last inspection. They ride bikes and trikes and play with balls and bats. When the weather allows many of the inside activities are taken outside. Reception children in the mixed class use this area at lunchtime. Both classes have a timetabled session in the hall each week in which they develop dance and gymnastics skills.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

## Main strengths and weaknesses

- The leadership of the subject, with the strong support of the headteacher, is a strength and enables standards to rise.
- In the majority of lessons teaching is good or better.
- Teaching assistants are very well used and a valuable asset.
- Time spent on extended writing and writing across the curriculum is too limited.
- Standards and teaching are inconsistent across Year 1.

## Commentary

44. Overall, standards for pupils in Years 2 and 6 are below average because standards in writing are not high enough. This is an improvement on last year's national test results when scores were well below. Listening skills are good throughout the school which enhance teaching and learning. Pupils are eager to contribute to the lesson, sharing ideas and answering questions. Pupils read confidently aloud. They explain themselves well using a good vocabulary and most speak clearly. A class of Years 1 and 2 pupils were engaged in asking questions of 'Esmeralda', a visitor from a fairy tale. Pupils listened well to each other and gathered much information about the character. Opportunities are provided for pupils to role play and take part in drama both in class and in the after school club. Visitors such as storytellers, puppeteers and the local Member of Parliament, as well as visits to the theatre, enrich the English curriculum, provide further opportunities for the development of speaking and listening, and add to the provision for the cultural development of pupils.

45. The profile of reading throughout the school is high. The guided reading focus and time spent on this area of learning has proved to be very successful. Pupils work conscientiously in reading

sessions. Pupils take home a range of books to read including their school reader and books chosen from the library.

46. Standards in writing are below expectations. Handwriting is not consistently well formed, joined and legible, although most pupils in Year 6 write clearly and use a pen. The handwriting policy encourages pupils to join letters from the onset of writing. However, this is not altogether successful with many pupils forming letters incorrectly from an early age. The youngest Year 1 pupils often copy sentences written by adults. Year 2 pupils clearly understand what a sentence is and become engaged in story writing, sounding out regular words. However, there are insufficient opportunities for extended writing which will enable pupils to put into practice the grammar that they learn. The process of plan, draft and edit is not practised enough and computers are insufficiently used for the process of writing.

47. Teaching is good overall with most planning for the mixed age classes being well managed. The youngest Year 1 pupils do not receive the same opportunities as the rest of the year group and expectations are low. The very good support of teaching assistants enables the standards of work of individuals and small groups to be raised well. Standards are monitored regularly by the use of marking grids and pupil self assessment.

48. There is good improvement since the last report. Through the strong leadership of the headteacher, a detailed action plan has been implemented and reviewed to aid the raising of standards. All staff have received further training in the teaching of English and made visits to exemplar schools. Teaching, learning and standards in all classes have been regularly monitored and action targets set, to be addressed immediately. Individual literacy targets are set for all pupils as well as whole school targets which pupils are encouraged to work towards. More detailed analysis of test results has enabled greater action to be taken. Tracking procedures have recently been put in place. All 'catch up' programmes have been implemented to provide further support for pupils. However, the lack of reference books and use of the library for teaching inhibits pupils from learning good library habits and skills.

### **Language and literacy across the curriculum**

49. Literacy is planned and used well across the curriculum. Pupils are encouraged to develop their speaking and listening skills in PSHE and to put forward ideas and opinions at the school council. Research skills are enhanced through the use of non fiction books and the Internet. Standards of writing in other subjects are often brief, contain insufficient written content, and lack high standards of presentation.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- After a period of year-on-year decline, standards are improving at a rapid rate.
- Teachers use the National Numeracy Strategy effectively.
- There are significant strengths in the subject leader's understanding of strengths and weaknesses in the subject.

### **Commentary**

50. Results of the 2003 national tests for pupils in Year 2 were well below the national average although they were better than those achieved in 2002 and the downward trend was reversed. Current inspection findings are that in Year 2 standards are average and achievement is satisfactory. Improvement is the result of good and very good teaching. The subject leader now teaches Year 2 and this is having a positive impact on improving standards. Results of 2003 national tests were well below average but again were better than those achieved in 2002 and reversed a significant

downward trend. However, for the 24 pupils in that year group who actually spend the four years in Key Stage 2, standards were average. Current inspection findings are that standards are average and achievement is satisfactory. Improvement is the result of good teaching and the positive impact of teaching pupils in sets (ability groups).

51. Pupils' achievement in all aspects of mathematics is satisfactory, with more able pupils showing good achievement. Pupils show confidence in using and applying mathematics in problem solving and investigations and there are strengths in mental arithmetic. In these aspects, there are strengths in teachers expecting pupils to explain how they find an answer which develops pupils' mathematical thinking and contributes to their speaking and listening skills. Work in number, shape, space, measures and data handling is of an average standard. However, the achievement of Year 1 pupils who are in the class with reception children is unsatisfactory because expectations of what they can achieve are too low.

52. Teaching is good because teachers have a secure understanding of the National Numeracy Strategy, with particular strengths in using the 'mental/oral starter' session to challenge and extend pupils' mental arithmetic skills. Lessons are planned carefully and even within the sets, work is matched carefully to the different learning needs of pupils. Pupils respond well to the learning objective and know what they are expected to do. In group work, they settle quickly and confidently because they know that the timed target to complete their work will be reinforced by their teachers. Pupils know that if they complete the main task that there is always extension work to do which many relish.

53. The knowledgeable and enthusiastic subject leader makes a significant contribution to the improving standards. Her own high quality teaching in Year 2 is a good role model. She has identified the strengths and weaknesses in the subject through thorough and detailed analysis of pupils' work, test results, and monitoring the quality of teaching and learning. As a result, she has a detailed understanding of gaps in pupils' learning and is able to set targets and put in place strategies which will address those gaps. She has placed strong emphasis on ensuring that pupils receive their entitlement to nationally funded 'catch-up' programmes, including an after school club for pupils in Year 6.

### **Mathematics across the curriculum**

54. Pupils use and apply successfully their numeracy skills in other subjects. In science, they make effective use of databases, spreadsheets and graphs in gathering data and in presenting the results of investigations and experiments. In addition, pupils show that they can interpret the information shown on graphs. Skills in accurate measurement, including reading scales, are good.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are improving at a good rate.
- Teachers have good subject knowledge and make lessons interesting and challenging.
- The subject leader has a detailed understanding of strengths and weaknesses in science.

### **Commentary**

55. Results of 2003 national tests for pupils in Year 6 were below average, but better than those achieved in the previous year, with the downward trend from 2001 reversed. However, for the 24 pupils in that year group who actually spent the four years in Key Stage 2, standards were above average. The 2003 teacher assessments for pupils in Year 2 showed standards to be below average, but again an improvement on the previous year, with the downward trend reversed. Standards in the current Year 2 and Year 6 are average and achievement is satisfactory. The further

improvement is the result of good teaching and a much clearer understanding of gaps in previous learning. In Year 2, pupils have a good understanding of sources of light and sound and they know which household items are mains or battery powered. In Year 6, pupils know the importance of 'prediction', 'fair test' and 'variables' when carrying out experiments. They show a good understanding of the differences between, and properties of, solids, liquids and gases.

56. Teaching is good and is having a positive impact on improving standards. In lessons, teachers show good subject knowledge which they pass on to pupils with interest and enthusiasm. Demonstrations and explanations are good and teachers provide pupils with a good range of resources and equipment to carry out investigations. As a result, pupils are interested and motivated because each small group has the equipment needed for everyone to be involved. Pupils enjoy taking part in paired discussions to show that they understand the lesson objective and what they are expected to achieve.

57. The subject leader is knowledgeable and enthusiastic, with a strong background in the teaching of science. Through effective monitoring of lessons, pupils' work and the results of tests, he has a clear understanding of standards in the school. As a result, he provides help, support and guidance to ensure that teachers' planning is of high quality and that staff have the resources to teach the subject effectively. This, in turn, has a positive impact on improving standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **satisfactory**.

### **Main strengths and weaknesses**

- There has been a significant improvement in standards since the previous inspection.
- Teachers' expertise and confidence in teaching ICT has improved considerably.
- The significant investment in hardware and software through the commitment of the headteacher, together with the enthusiasm of the subject leader, contribute to the much improved provision.

### **Commentary**

58. The previous inspection reported that standards were 'below expectations' for pupils in both key stages. Current inspection findings are that standards now meet national expectations. Improvement is the result of the significant investment made in the provision of software and hardware, which together with the ICT Suite means that the subject can be taught to the requirements of the National Curriculum. Pupils' skills have improved and achievement is now satisfactory, with the potential for further improvement. In Year 2, pupils are confident in the key skills of loading, saving and printing their work. By Year 6, pupils show satisfactory skills in word processing, desktop publishing and the use of spreadsheets. They are currently making good progress in understanding how computers and sensors control much modern day equipment, such as traffic lights and automatic doors.

59. Teaching is good and has a positive impact on the improved standards. Through good quality in-service training and having the right software and hardware, teachers' confidence, enthusiasm and expertise in teaching ICT has been improved. The school is currently phasing in interactive whiteboards and they are being used to good effect, particularly in explaining and demonstrating key teaching and learning points. Teachers make good use of the ICT Suite and benefit from the support of a specialist teaching assistant who supports in lessons and, in addition, is able to deal with most of the day-to-day 'troubleshooting' of problems. However, the layout of the ICT Suite in a long narrow rectangular room restricts teaching to some extent because it is difficult for teachers to move around to support individual pupils.

60. The recently appointed subject leader is knowledgeable and enthusiastic. He has built successfully on the initial good work of the headteacher. His own teaching is very good and serves

as an effective role model to his colleagues. He has written a good action plan to secure further improvements in ICT, including considering moving the location of the ICT Suite when the current lease expires. He recognises the need to develop assessment in the subject and is currently trialling a useful end-of-unit assessment sheet which pupils will complete as part of their own self assessment of their learning.

### **Information and communication technology across the curriculum**

61. Pupils use and apply successfully their skills in other subjects. Word processing and desktop publishing skills are used in literacy and history. In science, pupils use databases and spreadsheets to record the results of experiments and investigations. Pupils use the Internet successfully in school and for homework to research many subjects.

### **HUMANITIES**

The inspection team focused on history and sampled work in geography. Religious education is subject to a separate inspection by the Diocese of Truro.

### **HISTORY**

Overall provision in history is **satisfactory**.

#### **Main strengths and weaknesses**

- Most pupils are achieving expected levels.
- All teaching observed was at least satisfactory with some very good lessons.
- The planned visits and visitors enrich the curriculum well.
- Resources are poor with outdated reference books and no artefacts.

#### **Commentary**

62. The quality of the learning opportunities provided is good and where teaching is very good teachers make learning fun through their enthusiasm and the imaginative use of resources. Pupils learnt how life changed in Victorian times and quickly established what effect it had. Pupils were enthusiastic to research information from old maps and the 1841 census, and related it to the locality.

63. Through discussion, pupils in Year 2 recognise how their lives have changed. They recall factual knowledge about the Great Fire of London and understand why people acted in the way they did. They begin to make connections between times past and the present day. They realise that there are different sources for information. Older pupils show knowledge about the Victorian period and talk about social factors and compare it with the present day. Pupils talk about their own research into the various topics from books and the Internet. They are aware of different periods in history but are unsure of where on the timeline they come. Links are made to other subjects within history, such as art, literacy and ICT, and add to pupils' spiritual and cultural development.

64. Visits to places of interest linked to the period being studied enrich pupils' experience and provide an additional valuable resource. The new subject leader leads by an enthusiastic example. She has quickly established priorities for development to help to raise standards and further enhance pupils' learning in history.

65. **Geography** was not a particular focus for the inspection team and so no lessons were observed and less time was spent on looking at pupils' previous work or talking about it.

66. Teachers plan the curriculum with parallel classes to ensure all pupils receive equal provision. Topics are focused on across the whole key stage at the same time. Field trips enhance

the opportunities for first hand learning through the gathering of relevant data. Visitors to school provide additional geographical information: for example a member of the local council talked about the traffic in the area. Pupils in Years 5 and 6 learn about the contrasting country of India and compare it with the UK. Resources in school are good, including literacy links. However, there is a need for more geography books in the school library.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

The inspection focused on design and technology. The team sampled work in art and design, music and physical education.

67. No lessons were observed in **art and design** during the inspection so it is not possible to make judgments on provision. Attractive displays of watercolours show work of a high standard. A professional artist shares his expertise by working with pupils each year. Observational drawings by pupils in Years 3, 4 and 5 show that this skill is being developed well. The recently appointed subject leader has secure knowledge and is keen to raise the profile of art in the curriculum. He is adapting the Qualifications and Curriculum Authority (QCA) scheme of work to ensure that knowledge and skills are developed systematically in each unit.

### **Design and technology**

Provision in design and technology is **satisfactory**.

### **Main strengths and weaknesses**

- The subject is well managed.
- Provision has improved significantly so that pupils now complete successfully one project a term.

### **Commentary**

68. Standards in design and technology meet national expectations for pupils in Year 2 and Year 6 and have been maintained since the previous inspection. Literacy skills are used effectively when pupils label their designs and write evaluations of their finished products. The subject leader has made a thorough audit of resources, ordered what was necessary and ensures that all resources are stored well and readily accessible to staff.

69. Each year pupils complete a unit of work in textiles, food and resistant materials, ensuring that knowledge and skills are developed systematically. This is an improvement since the last inspection when design and technology was taught irregularly. Teaching and learning in the three lessons seen in Years 3, 4 and 5 were good. Pupils enjoyed the lessons and worked with enthusiasm and concentration.

70. **Music** is well led by the subject leader who is a music specialist. She ensures that her colleagues have the resources, planning, advice and support to provide a full music curriculum. Teachers are well supported by a specialist providing individual support and training linked to the commercial scheme adopted by the school. Pupils have good opportunities to learn a range of instruments and have the confidence and ability to perform to others at an early stage. They are invited to sing regularly in the community and enjoy success when participating in the local music festival.

71. In **physical education**, pupils take part in gymnastics, dance, games, swimming and outdoor pursuits. In gymnastics, pupils in Years 5 and 6 plan and perform good symmetrical and asymmetrical paired sequences. This work is linked to the study of symmetry in numeracy and to symmetrical designs in design and technology work. Pupils enjoy and benefit from a good range of extracurricular clubs, including football, netball and cross-country running. The school prides itself on

the sporting achievements of its pupils in local competitions. During the inspection, pupils did particularly well in a cross-country event which was won by a boy in Year 6.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

The overall provision in PSHE is **very good**.

72. The school sees pupils' personal development as a very important part of its work which underpins the whole school day. The programme for personal, social and health education is good and much is planned across the curriculum and in 'Circle Time'. It includes work on health, drugs, sex education, and personal safety, and is well supported by visits from the police and school nurse. This helps pupils to develop a safe and healthy lifestyle, gain confidence and be informed, active and responsible citizens. Links with work in religious education lessons are well established, as well as by whole school events and assembly themes. However, resources to support teaching are very limited.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*

